



### **Beth works on Graduating High School**

Beth is 16 and a sophomore in high school. Beth has always struggled with school, but this semester she thinks she is going to fail two of her classes, which means she'll have to repeat 10<sup>th</sup> grade. She meets with her mentor, Tina, and says that she doesn't want to leave high school, but if she has to repeat 10<sup>th</sup> grade she might as well drop out and get a job.

Despite Beth's pessimism about finishing high school, Tina encourages her to set a goal to graduate. Beth feels overwhelmed thinking of all the work she will have to do to complete high school. Tina helps Beth realize that breaking down the larger goal of graduating into several small goals can make it less overwhelming. For example, Beth's first goal could be to pass her two classes. Together, Beth and Tina brainstorm what steps Beth could take. Beth decides she will meet with the teachers from both of her classes to find out exactly how she can pass.

A few days later, Beth and Tina meet again to go over Beth's assignments. In her Algebra class, she needs at least a C on her final exam in order to pass. In her Spanish class, she has to get an A on her final exam.

Beth decides to focus on her Spanish test because that is her worst subject. She and Tina brainstorm some ways for her to improve in this class. Beth has a friend, Pilar, whose family recently came to the U.S. from Mexico. Tina encourages Beth to ask Pilar if she would like to be language partners – Beth can speak to Pilar in English and in exchange, Pilar can help Beth study Spanish.

Fortunately, Beth is able to get a C+ on her Algebra exam; however, her grade on the Spanish test is not high enough to keep her from failing Spanish. Beth is very upset, and meets with her Spanish teacher after the exam to discuss her grade. Fortunately, Beth's teacher knows that different students may learn and remember information differently. He tells Beth that he is impressed that she and Pilar have been working together to help each other become bilingual. He decides to give Beth an oral exam, and she passes.

Scoring Levels	Breaking Down Long-Term Goals (“Vertical Coherence”)
5 – Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> & initiative at breaking down long-term goal into short-term steps. Consistently identifies potential obstacles and solutions.
4 – “On and off” initiative; skill competence	Shows <i>competency</i> & takes initiative —about half the time—to break down long-term goal into short-term steps. Will sometimes identify potential obstacles and solutions.
3 – Emerging initiative; basic skill	Shows motivation to break down goals into short-term steps. Needs mentor’s help to identify short term steps and identify potential obstacles and solutions.
2 – Lacks initiative; low skill	Short-term steps and identifying potential obstacles not yet part of goal process. Shows low motivation and breaks down goals into short-term steps only when mentor presses.
1 – Lacks skill; pre-aware or disengaged	Doesn’t yet work on breaking down long-term goals.



### **Josh works on Helping the Environment**

Josh is 17 years old and a junior in high school. When he meets with his mentor, Kevin, Josh wonders what he would have to do to start a recycling program in his town. Kevin suggests contacting his town selectman to get more information. But Josh doesn't know any of the officials in his community, and he's also not sure how to get in touch with them or whether they would listen to him.

Josh and Kevin brainstorm a little more, and Josh decides he can start telling all of his friends at school to recycle their soda and water bottles. He hopes they will then tell their friends and the domino effect will lead to an increase in recycling.

After a week or so, Josh realizes that his recycling idea isn't catching on. He's not sure what to do. Josh is a very social guy, but he does not usually take charge of these kinds of projects. Kevin encourages Josh to start a club at school. Maybe that way, Josh can get ideas from other people who share his concerns.

He talks to his friends about it, and a few of them like the idea of starting a club. One girl offers to lead the group, which is fine with Josh because he thinks she will do a good job. The members of the group agree that while they want to recycle, they do not have enough recycling bins in their school. Josh volunteers to go to their Environmental Science teacher for help. She tells Josh that in order to get every student to recycle, the school would need a recycling bin in every classroom, but unfortunately the school just doesn't have the money.

Josh brings this information back to the group, and they decide to collect cardboard boxes and paint each one with a slogan about recycling. The group gets permission from their teachers to put the boxes in the classrooms and announce to each class that they have started a school-wide recycling project. The following week, Josh and his friends collect the boxes and load them into a friend's truck, and they take the bottles to a redemption center. After several more weeks, the club has collected \$150 that they can use to purchase bins for their school.

Scoring Levels	Seizing the Moment
5 – Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> and initiative to act when the time or situation is right to help meet a goal.
4 – “On and off” initiative; skill competence	Shows <i>competency</i> and takes initiative—about half the time—to act when time or situation is right to help meet a goal.
3 – Emerging initiative; basic skill	Shows motivation to act when time or situation is right to help meet goal. Needs mentor to point out when the time is right and show the best situations.
2 – Lacks initiative; low skill	Does not yet show initiative to meet goals. Shows low motivation and will act when time or situation is right only when mentor presses.
1 – Lacks skill; pre-aware or disengaged	Doesn’t yet act when time or situation is right to help meet goals.